

Unit Planning Guide: Grade 3 Unit 4 of 9

Unit Title: Life Stories: Learning From Biography	Pacing (Duration of Unit): 4 weeks 16-19
Grade: 3	Buffer Day(s):4

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RF.3.3f Recognize and read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read grade-level text with purpose and understanding

W.3.1 Write opinion pieces on topics or texts supporting a point of view with reasons.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.4 With guidance and support from adults, produce writing in which the organization is appropriate to the task and purpose.

W.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of

WiDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

the text (e.g., where, when and how key events occur)

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

SL3.1 Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL3.1d Explain their own ideas and understanding in light of the discussion.

SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

L.3.1c Use abstract nouns (e.g., childhood)

L.3.3 Choose words and phrases for effect.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (.e.g., knew, believed, suspected, heard, wondered)

Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas:</p> <ul style="list-style-type: none"> • Biographies tell us about people in the context of historical events and places in the world. • Biographies are organized in different ways. • Biographies often use graphics (photographs, captions, timelines, sidebars, etc.) to enhance our understanding about the person's life. • Life decisions and actions reflect a person's personality and character • Reading biographies helps us to learn why the subject is important or what we can learn from his or her life. • Writing about what we read, in this unit a biography, helps us to recall, organize, and understand important information about the person's life. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> • What is a biography? • What can we learn from reading biographies? • What do the decisions and actions of people tell us about their character? • What can we learn by studying the lives of others?
--	---

Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p>Students will know ...</p> <ul style="list-style-type: none"> • Biographies are stories about people that describe their life experiences and contributions to their community and the world. • Biographies do not always include the whole of a person's life; they may focus only on one part of it. • How to take notes and summarize the important events in a person's life • We understand subjects of a biography through their decisions and actions in life. • Understand the subjects of biographies can help us to understand our own challenges, decisions and actions. <p>Key Academic Vocabulary</p> <p>Biography Biographer Motivations Challenges Decisions Timeline Caption</p>	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Reading a biography and identifying important information about the person's life. • Recognizing different ways biographies are organized • Using text features in a biography like photographs, captions, sidebars, timelines maps and charts, to understand more about the person. • Making inferences about a person based on the events, decisions, and actions in his/her life. • Comparing and contrasting information in two or more biographies on the same person.

--	--